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IMPACT OF ANDROID PHONE ON SCHOOL GOING CHILDREN IN SELECTED SCHOOL AT GORAKHPUR

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ABSTRACT

This study utilized review configuration in exploring the impact of android phone usage on academic performance among secondary school student in Gorakhpur, Uttar Pradesh. The example for the study was 300 respondents chosen from the complete populace of 6,482 respondents. Stratified examining strategy was utilized to choose the example. The Android phone Usage Questionnaire (MPUQ) adjusted from Twum (2011), Mathematic Achievement Test (MAT) and English Language Achievement test (ELAT), were the instrument utilized for this study. Information gathered were examined utilizing mean, standard deviation, t-test and ANOVA to respond to the research questions and speculations. The finding of this study, uncovered that android phone usage altogether impact academic performance among male and female senior secondary school students (t = 6.113, P = 0.02), age contrast was not a huge factor in android phone usage on academic performance among senior secondary school students (f = 6.431, P = 0.022), parent's occupation was not a critical factor in android phone usage on academic performance among senior secondary school students (f = 9.005, p= 0.031) and that the recurrence of android phone usage doesn't essentially impact academic performance among male and female senior secondary school students (t = 8.131, p = 0.02). It was suggested that, School therapists, instructors, school heads, guardians and students ought to be sharpened because of android phone usage on academic performance among secondary school students independent of gender and age contrasts.

Keywords: Android phone usage, academic performance, gender, age, and secondaryschool students, Gorakhpur, Uttar Pradesh

Airo International Research Journal
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A Multidisciplinary Peer-Reviewed Journal

OVERVIEW

Globalization has completely changed us and one of the manners by which it is transforming us, consistently, is the means by which we convey; because of headways in Information and Communication Technologies (ICT). One of the ICT's which is seeing quick progression is Android phone. Android phone is mainstream since the late 1990s (Meek, 2006) and today, with 7 billion portable associations worldwide and one of a kind versatile memberships of over 3.5 billion (Twum, 2011), they are exceptionally well known with youngsters and are typical in our instructive organizations. These phones are not any more simply voice specialized apparatuses. Capacities like short message administration (SMS) or messaging have become worldwide wonder. Relatively few of us keep wallet photographs of friends and family. Presently we spare photographs in our android phones, and view them on a dash of the screen.

Android phones have become a practically fundamental piece of day by day life since their fast development in ubiquity in the late 1990s, Ling (2004). An across the nation study directed in 2010 shows that android phones are the most essential mode of correspondence for teenagers. It has practically influenced the general public's availability, security, wellbeing and coordination of business and social exercises and has subsequently become a piece of culture of the entire world. Ling (2004), states that customary agents of socialization are families and schools. With the development of instructive framework because of the requirement for profoundly gifted laborers lead to the school framework taking expanding bigger duties in socialization. Shockingly, research because of android phone on our schools today has not been given a lot of consideration. There is the clashing need of youngsters, guardians and instructors in connection to the android phone gadget, with educators progressively worried about issues, for example, discipline in the homeroom and guardians stressed over methods for reaching their children at each point in time.

Researchers have found that the utilization of android phone in schools is dangerous. As Ling and Helmerson (2000) states, the android phone is "at cross reason with the strategic the school". While in school students should take on their endorsed jobs as students with full focus on their investigations and liberated from contact with the outside world. Be that as it

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A Multidisciplinary Peer-Reviewed Journal

may, the android phone offers space to mixing students' jobs with different jobs in this way diverting and disturbing the students' academic work (Gergen, 2002; Halpen, 2003; and Franzini, 2002). In the past when fixed telephones were the standard in schools, there were least interruptions and disturbances however directly with the intrusion of android phone and the eagerness of guardians to keep in touch with their wards, the gadget is turning out to be a piece of the study hall. In this manner, the android phone has the ability to undermine the schools' power and debilitate their authority over students just as influences their degree of academic performances.

The ongoing mechanical headways, the advancement of PC and different disclosures in the field of data innovation achieve the presentation of the android phone and its multi capacities going from voice calls, informing, information use, mixed media, games (both on the web and disconnected) and other online networking administrations (Jackson, Zhao, Kolenic, Fityerald, Herold, and Venoye, 2008). The android phone is utilized as methods for connections among individuals in which they make, offer, and trade data and thoughts in virtual networks and systems (Blumstock and Eagle, 2010). It likewise utilizes a gathering of Internet-put together applications that work with respect to the ideological and mechanical establishments of Web 2.0 that permits the creation and trade of client produced substance (Mayer and Mereno, 2003). Moreover, the android phone is utilized for putting away various substance on the miniaturized scale SD cards or the phones' inside memory (Meek, 2006) .Over the previous decade, innovation has gotten progressively significant in the lives of young people. As a gathering, youths are substantial clients of more current electronic correspondence structures, for example, texting, email, perusing, transferring and downloading, games and content informing, just as correspondence arranged Internet destinations, for example, sites, long range interpersonal communication, and different locales for sharing photographs, recordings and thoughts, which is all because of the android phone.

Web gets to has presented numerous young people to various types of substance. Just of later, the accessibility of various types of reasonable and modest android phones made it exceptionally simple for the young people to approach various sorts of online life and explicit

Airo International Research Journal
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Volume 20
January 2020
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A Multidisciplinary Peer-Reviewed Journal

locales where they get to, download, trade and watch obscene movies of various sexual directions from everywhere throughout the world. The circumstance is intensified by the obliviousness and cheerful frames of mind of guardians who are generally neglectful of and indiscreet about these young people's needs and difficulties. Likewise, direction and advising administrations are either missing or idle in many schools and the school educators are not helping the circumstance (Taylor and Harper 2003). Most adolescents of today are exceptionally impacted and such a great amount of influenced by what they watch on these web based life destinations over the web that one can without much of a stretch see the results in their academic performance and ways of life. The constant downwards spiraling in academic performance, the ascent in instances of drop-outs, the expansion in the vast majority of the inadmissible, shameless, and introverted practices executed by students in secondary schools today, which incorporate truancy, gigantic disappointments, test acts of neglect, inappropriate clothing regulations, unpredictable sexual associations with inverse just as same sex and most fierce practices, can for the most part be credited to the impact of the android phone. It was against this foundation that the researcher is directing this study to examine how the android phone usage impacts their academic performance.

Besides, Abdul Karim and Oyefolahan (2009), explores the allotment of remote phone advancements by expanding on the innovation apportionment hypotheses. To understand the examples of remote phone use through the idea of appointment, their study investigates the decision of android phone use through different attractors, the motivations behind android phone use and the degree of utilization of different android phone applications and highlights by the focused on clients. Their study additionally investigated the impacts of age, gender and occupation type on android phone allocation. The aftereffect of their uncover that android phone allocation and investigate the impact singular attributes, for example, gender, age and occupation on various examples of android phone use through our conceptualization of allotment (Wang, Wu, and Wang, 2009). They found that the entirety of the individual attributes explored was fundamentally related with the android phone allotment and use. They infer that these individual trademark factors, for example, gender, age and occupation type are significant directing factors in understanding android phone appointment and use among the respondents.

Airo International Research Journal
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Volume 20
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A Multidisciplinary Peer-Reviewed Journal

STATEMENT OF PROBLEM

Android phone has increased endless ground in the lives of students everywhere throughout the world. Android phone is a typical sight today in our schools as you see students going to school/class with the absolute generally costly and modern android phones, tablets and ipads that has every one of the applications, offices and programming that can associate them to the web and all types of web-based social networking stages, other sites and so on, where they visit, get to, stream, download, transfer, trade and play various types of media substance, which frequently, are obscene in nature (Olofuniyi, Fashiku and Owombo 2012). The compactness and memory limit of a portion of these devices made it simpler for them to keep materials for review at whatever point and any place it appears to be favorable for them. The utilization of security PINs and Passwords on these android phones makes these substance verified from the examination and prying eyes of guardians and instructors. Because of that, the vast majority of the android phones in the hands of these youths contain one type of obscene substance or the other (McGuigan, 2005).

Proof has appeared from West African Examination Council WAEC 2014 in Taraba State that most students bomb English Language and Mathematics (WAEC Chief Examiner report, 2014). This might be incompletely credited to high usage of Android phone media transmission contraptions. Rather than focusing on their study hall work, they gave more accentuation to the utilization of the android phone in their classes, quarters and even on the football field. This might be halfway credited to poor showing techniques, absence of showing materials, absence of supervision by the guardians and the educators and so forth, and this may influence the students' performance or accomplishment in school. The android phone usage example of a large portion of these students, during and after school hours, for example, their degree of engagement in free night calls, visiting, texting, long range informal communication and test acts of neglect and so forth is extraordinarily affecting their academic performance. It was against this foundation that this study tried to explore the impact of the Android phones usage on academic performance among senior secondary schools students in Gorakhpur, Uttar Pradesh.

OBJECTIVE OF THE STUDY

Airo International Research Journal
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The study intends to achieve the following objectives to:

- Find out the impact of cell phone usage on academic performance among male and female senior secondary schools students.
- Determine the impact of cell phone usage on academic performance among senior secondary school students of various age gatherings.
- Find out the impact of cell phone usage on academic performance among senior secondary school students of various parent's occupation.
- Determine the impact of the recurrence of cell phone usage on academic performance among male and female senior secondary school students.

RESEARCH QUESTION

This study will be guided by the following questions:

1. What is the influence of android phone usage on academic performance among male and female senior secondary school students?
2. What is the influence of android phone usage on academic performance among senior secondary school students of different age groups?
3. What is the influence of android phone usage on academic performance among senior secondary school students from different parent's occupation?
4. What is the influence of the frequency of android phone usage on academic performance among male and female senior secondary school students?

HYPOTHESIS

The following hypotheses are formulated to be tested statistically at:0.05, level of significance:

1. There is no critical distinction because of android phone usage on academic performance among male and female senior secondary school students.
2. There is no critical distinction because of android phone usage on academic performance among senior secondary school students of various age gatherings.

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

3. There is no huge contrast because of android phone usage on academic performance among senior secondary school students of various parent's occupation.
4. There is no huge contrast because of the recurrence of android phone usage on academic performance among male and female senior secondary school students.

METHODOLOGY

The study was directed utilizing overview structure on the grounds that the study expected to explore the impact of android phone usage on academic performance of senior secondary school students. Spellbinding investigations are normally the best techniques for gathering data that show connections and depict the world as it exists. A review comes in various flavors, be it talking with individual's vis-à-vis or handing out polls to round out. The study adopted the quantitative strategy since it depended on factors estimated with numbers and dissected with measurable methods.

The student populace of senior secondary schools in Gorakhpur for the 2015/2016 session was 6,482 students. Gorakhpur Local Government Area has 17 senior secondary schools with a complete populace of 6,482 students comprising of 4157 male students and 2325 female students (Appendix F). Table 3.1 shows the populace dispersion of senior secondary schools students in Gorakhpur instructive zone while table 3.2 shows the quantity of senior secondary schools in Gorakhpur with their populace.

The example for the study is 300 respondents chosen from the absolute populace of 6,482 respondents. This is in accordance with Krejcie and Morgan (1970) table for deciding example size from a given populace. Stratified inspecting strategy was utilized to choose the example for the study. Right off the bat, multi stage testing technique was utilized for the determination of ten (10) senior secondary schools in Gorakhpur Local Government Area of Taraba State.

Two instruments were utilized in this study for viable and sufficient information assortment. The first is the adjusted Android phone Usage Questionnaire (MPUQ) and the subsequent

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

one is the English Language Achievement Test (ELAT) and Mathematics Achievement Test (MAT)

The Android phone Usage Questionnaire (MPUQ) (Appendix An) adjusted from Twum (2011) and utilized for this study is sub-separated into two

Segments to be specific: Appendix A comprising of segment factors of respondents, for example, gender, age and financial status. While Appendix B comprises of things articulations identifying with android phone usagewith a five (5) point rating scale, namely;Never, Rarely, Occasionally, Often or Very Often from which the respondentswere required to browse.

The academic performance tests are a twenty (20) minutes test each on English Language and Mathematics. The inquiries are set by the researcher, with the assistance of qualified subject instructors, in view of the ebb and flow senior secondary school schedule. The tests in English Language (Appendix C) and Mathematics (Appendix D) comprise of twenty (20) target things each. These things are comprised of a stem and four choices A-D from which the respondents select the right reaction. Every one of the test things convey equivalent checks and are scored out of one hundred (100).

Scoring: For both the English language accomplishment test and Mathematics accomplishment test, each question thing conveys equivalent imprint (5 stamps) and is scored more than one hundred (100). The scale for the English Language accomplishment test (ELAT) and Mathematics accomplishment Test (MAT) were separated into two. That is (0-39) = F and (40-100) = P In request to set up both the face, substance and build legitimacy of the research instruments, the drafted instruments were given to the group of chiefs and different specialists in the Department of Educational Psychology and Counseling Faculty of Education, Gorakhpur, Uttar Pradesh for their appraisal, revisions, remarks and proposals. The redressed instruments were utilized for pilot testing to find out the unwavering quality of the instruments for this study.

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

To build up the unwavering quality of the information assortment instruments, the information gathered from the pilot testing were investigated utilizing Guthman Split-Half Coefficient of inconsistent length to gauge the interior consistency. The score shows unwavering quality score of 0.988 for android phone usage evaluation poll and 0.832 for the accomplishment tests in English language and Mathematics. These shows the instruments were dependable.

The information gathered from this study were exposed to measurable examination. The segment factors of age, gender, guardians' occupation and instructive level were investigated utilizing recurrence and basic percentage. Engaging insights of mean and standard deviation were utilized to respond to the research questions. The speculations were tried utilizing t-test. The certainty level was put at 0.05 degree of criticalness.

RESULTS

The research question(s) use answer with the corresponding hypotheses;

HO_1: There is no huge distinction because of android phone usage on academic performance among male and female senior secondary school students.

Table 1: One sample t - test of hypothesis One

		N	Mean	Standard deviation	Df	T-calculated	P-value	
	Male	162	14.1721	6.63411	296	6.113	0.02	
	Female	13	11.543	4.98212				

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

		5	2					

From the above outcome investigation exhibited, it shows that the likelihood esteem is under 0.05 at 5% level of essentialness. The t-determined worth is 6.113 and the P esteem is 0.02 at level of opportunity 296 utilizing two followed huge level. That is the invalid speculation which expresses that there is no critical impact of android phone usage on academic performance among male and female senior secondary school students is thus dismissed. In this manner, there is noteworthy contrast because of android phone usage on academic performance among male and female senior secondary school students.

HO_2: There is no critical distinction because of android phone usage on academic performance among senior secondary school students of various age gatherings.

Table 2: Result of One Way Analysis of Variance

Variable	Sum of Squares	Df	Mean Square	F	P-value
Between Groups	19.691	2	9.846	6.431	0.022
Within Group	451.661	295	1.531		
Total	471.352	297			

Table 2 above shows that, the speculation was broke down utilizing one route Analysis of Variance (ANOVA) test insights at P< 0.05. The test is noteworthy in light of the fact that P estimation of 0.022 watched is not as much as P estimation of 0.05. The watched F-estimation of 6.431 is more noteworthy than the basic estimation of 3.00 at level of opportunity 2, 295. This implies the invalid theory was dismissed that there is no huge impact of android phone usage on academic performance among senior secondary school students of various age gatherings. Accordingly, there is huge impact of android phone usage on academic performance among senior secondary school students of various age gatherings.

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

HO3: There is no significant difference on the influence of android phone usage on academic performance among senior secondary school students of different parent's occupation.

Table 3: Results of One Way Analysis of Variance

Variable	Sum of Squares	Df	Mean Square	F	P
Between Groups	11.138	2	5.569	9.005	0.031
Within Group	182.429	295	0.6184		
Total	193.567	297			

Table 3 above shows that, the speculation was examined utilizing one route Analysis of Variance (ANOVA) test insights at P< 0.05. The test is noteworthy in light of the fact that P esteem 0.031 watched is not as much as P estimation of 0.05. The watched F-esteem (9.005) is more noteworthy than the basic estimation of 3.00 at level of opportunity 2, 295. This implies the invalid theory was dismissed that there is no critical impact of android phone usage on academic performance among senior secondary school students of various parent's occupation. Thusly, there is critical impact of android phone usage on academic performance among senior secondary school students of various parent's occupation.

HO4: There is no noteworthy distinction because of the recurrence of android phone usage on academic performance among male and female senior secondary school students.

Table 4: One Sample t - test of hypothesis Four

	N	**Mean**	**Standard deviation**	**Df**	**t-calculated**	**P-value**	
Male	162	23.121	6.68411	296	8.131	0.02	
Female	135	22.031	5.93723				

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

From the above outcome examination exhibited, it shows that the likelihood esteem is under 0.05 at 5% level of essentialness. The t-determined worth is 8.131 and the t-basic is 1.972 at level of opportunity 296 utilizing two followed critical level. That is the invalid theory which expresses that there is no critical impact of the recurrence of android phone usage on academic performance among male and female senior secondary school students is therefore dismissed. In this way, there is critical distinction because of the recurrence of android phone usage on academic performance among male and female senior secondary school students.

DISCUSSION

The finding of this study, uncovered that android phone usage fundamentally impact academic performance among male and female senior secondary school students. This discovering is in accordance with the early discoveries of Wang, Wu and Wang (2009), inspected the connection between Facebook practice and academic performance of students. Their outcome was investigated as far as enlightening measurements pursued by inferential insights. The outcomes showed that there is no critical connection between usage time and recurrence of login Facebook with student GPA. Regardless of whether there is no critical connection between their own Laptop, Office Computers and Library Computers used to visit Facebook and academic performance of students, there is negative, moderate and huge connection between utilizing android phone to visit facebook and students' academic performance.

Jackson etal (2014) opined that android phones' usage is adversely affecting students' academic performance. This implies the students who are utilizing android phone more are having low GPA. On how much time they spend on utilizing their android phone and in what number of classes they use android phone, they found that there is negative relationship of these two inquiries with students GPA. That is the students who are utilizing android phone right around 7-10 hours and the individuals who use android phone during their the greater part of the classes are having low GPA. He likewise found that one of the most valuable highlights of android phone is content informing utilized by 67% students (female 37% and male 30%). Practically 81% students (female 46%, male 35%) are utilizing standard instant messages when contrasted with interactive media messages or other. 43% students (31%

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

female and 13% male) state that they put their android phone on quiet mode while going to class. 35% students (20% female and 15% male) state that they every so often get or send instant messages while the class was in session. 55% students (35% female and 20% male) concede to arrangement that portable ought to be kept by students however they should set it in vibration mode. 61% students (40% female, 21% male) state that they don't utilize night packages on their android phone. 42% students (23% female, 19% male) state that they use day packages on their android phone. 67% students (39% female, 27% male) state that they burned through 10% of their pocket cash on android phones. 56% students (32% female, 24% male) state that they once in a while utilize their android phone while doing their assignments.

The finding of this study additionally uncovered that, age distinction was not a noteworthy factor in android phone usage on academic performance among senior secondary school students. This discovering concur with the early discoveries of Jackson, Zhao, Kolenic, Fitzgerald, Harold, and Voneye (2008), analyzed race and gender contrasts in the power and nature of IT use and whether IT utilize anticipated academic performance. An example of 515 children (172 African Americans and 343 Caucasian Americans), average age 12 years of age, finished the overviews as a major aspect of their cooperation in the Children and Technology Project. Their discoveries demonstrated race and gender contrasts in its force use; African American guys were the least extraordinary clients of PCs and the Internet, and African American females were the most exceptional clients of the Internet. Guys, paying little mind to race, were the most extraordinary videogame players, and females, paying little respect to race, were the most exceptional mobile phone clients. IT use anticipated children's academic performance. Timeframe utilizing PCs and the Internet was a positive indicator of academic performance; while measure of time spent playing videogames was a negative indicator.

What's more, the finding of this study uncovered that, parent's occupation was not a huge factor in android phone usage on academic performance among senior secondary school students. This teams up with early discoveries of Blumenstock and Eagle (2010), they consolidated information from a field overview with exchange log information from an

Airo International Research Journal
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Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

android phone administrator to give new knowledge into day by day examples of android phone use in Rwanda. The examination was separated into three sections. In the first place, they introduced a factual examination of the general Rwandan populace to the number of inhabitants in android phone proprietors in Rwanda. They found that phone proprietors are significantly wealthier, better taught, and more overwhelmingly male than the all-inclusive community. Second, they broke down examples of phone use and access, in view of self-detailed review information. They noted factually huge contrasts by gender; for example, ladies are bound to utilize shared phones than men. Third, they played out a quantitative investigation of calling examples and informal organization structure utilizing versatile administrator charging logs. By these measures, the contrasts among people are progressively humble, however they watched huge contrasts in usage between the moderately rich and the generally poor. Taken together, the proof in their paper recommended that phones are lopsidedly possessed and utilized by the favored strata of Rwandan culture.

Besides, the discoveries of this study uncovered that, gender was not critical factor in android phone usage on academic performance among senior secondary school students. This discovering was upheld by early discoveries of Jackson, Zhao, Kolenic, Fitzgerald, Harold, and Voneye (2008), inspected race and gender contrasts in the power and nature of IT use and whether IT utilize anticipated academic performance. An example of 515 children (172 African Americans and 343 Caucasian Americans), average age 12 years of age, finished the reviews as a component of their interest in the Children and Technology Project. Their discoveries showed race and gender contrasts in its force use; African American guys were the least exceptional clients of PCs and the Internet, and African American females were the most serious clients of the Internet. Guys, paying little mind to race, were the most serious videogame players, and females, paying little heed to race, were the most extraordinary wireless clients. IT use anticipated children's academic performance. Period of time utilizing PCs and the Internet was a positive indicator of academic performance; while measure of time spent playing videogames was a negative indicator. Ramifications of the discoveries for carrying IT to African American guys and carrying African American guys to IT are examined.

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
Impact Factor: 3.69
A Multidisciplinary Peer-Reviewed Journal

At long last, the finding of this study likewise uncovered that, the recurrence of android phone usage doesn't altogether impact academic performance among male and female senior secondary school students. This is in accordance with the discoveries of Lin (2004), Ling and Ytti (2002) they found that the present undergrads are less arranged for school level work than their forerunners. When they get to school, they will in general spend less hours studying while at the same time spending more hours working, some even full time (Smart, Kelley& Conant, 1999). In their study, they analyzed the impact of both time invested studying and energy spent dealing with academic performance. Franzini (200) and McGuigan (2005) they further assessed the communication of inspiration and capacity with study time and its impact on academic performance. The outcomes proposed that non-capacity factors like inspiration and study time essentially interface with capacity to impact academic performance.

CONCLUSION

The finding of this study, it was inferred that, android phone usage essentially impact academic performance among male and female senior secondary school students, age contrast was not a huge factor in android phone usage on academic performance among senior secondary school students, gender was additionally not a critical factor in android phone usage on academic performance among senior secondary school students, parent's occupation was not a huge factor in android phone usage on academic performance among senior secondary school students and that, the recurrence of android phone usage doesn't fundamentally impact academic performance among male and female senior secondary school students.

RECOMMENDATION

Based on the finding of this study, the following recommendations were made;-

- School clinicians, instructors, school chairman and students ought to be sharpened because of android phone usage on academic performance among secondary school students.

Airo International Research Journal
ISSN: 2320-3714
Volume 20
January 2020
Issue: 1
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A Multidisciplinary Peer-Reviewed Journal

- Seminar, Conferences, Workshops ought to be hung on the impact android phone usage on academic performance among secondary school students regardless of their age distinction, gender and parent's occupation.
- Student ought to be sharpened and exhortation by the instructors, school clinicians, guardians on the recurrence or number of hour or time spent in android phone usage and it effect on academic performance.

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